

Environmental Education at Public High School of Itacoatiara City - AM

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Abstract— The idea of sustainability in the Brazilian Agenda 21 requires governments and institutions to be attentive to good planning and formation of alliances in the performance of actions, should seek a better quality of life for the population. Thus, the objective was to understand the importance of the teaching practice focused on Environmental Education, in an interdisciplinary and contextualized way, in public high schools in the municipality of Itacoatiara - AM. This is a bibliographical and descriptive documentary research. Data were collected in the secretariats of three state public schools, a group of 35 senior students were asked to formulate and discuss issues involving topics of different subjects. It was found that only 5% of the students showed the interest aroused by teachers and local society for subjects such as Agenda 21 and related. However, 80% of them have been very interested in developing current issues such as those mentioned in Agenda 21. The rest seem to have no safe direction on the news they want to seize. There was also an opening of the high school students of the municipality to access issues pertinent to Agenda 21.

Keywords— Environment; Agenda 21; Public education; Sustainability.

I. INTRODUCTION

Agenda 21 is a document that involves participation in which society, governments, economic and social sectors seek to diagnose problems, understand the conflicts involved and agree on ways to solve them, in order to build what has been called and progressive sustainability (Agenda 21/2018).

This assertion is supported by Sontag, Silva and Hofer (2016), who defend the idea of sustainability, set forth in Agenda 21, Brazilian, which permeates all dimensions of human life, such as economic, social, scientific, political and cultural, linking government, the productive sector and society, especially sectors of education. There is an indication that Brazil has not yet been fully successful in applying the theme. Making this type of research of paramount importance as a training component for professionals in the field (Veiga, 2010).

The objective of this study is to understand the importance of teaching practice focused on Environmental Education in an interdisciplinary way in public high schools in Itacoatiara City - AM, as well as its practical applicability in students' lives.

Historically, in Brazil, the incorporation of environmental issues in education occurred late. Only in

1999 was the law on the National Policy of Environmental Education promulgated. Law No. 9,795, which establishes the obligation to teach environmental education in basic, intermediate and higher education. The following year, the first undergraduate course in Environmental Management in Brazil emerged, and many top courses were quickly developed for environmental, ecological and sustainable issues (Demajorovic and Silva, 2012).

It is known that high school is the preparatory phase for undergraduate courses, emphasizing that environmental awareness and behavior are factors that transcend the contents seen in the classroom.

Therefore, there is a need to investigate the level of environmental awareness and behavior among students and teachers, as well as the possible influence of these aspects in the choice of a profession. According to Veiga (2010) there is an indication that Brazil has not yet been fully successful in applying the theme. Making this research of paramount importance for professional terms of excellence and carried out with their professions. Probably, this problem is more evident in public schools, although only those of high school of a single

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II. METHODOLOGY

It is a bibliographical and descriptive documentary research, with quantitative and qualitative approach. The scope of the study is the Brazilian scientific production on Environmental Education in the country. As regards the technical procedure, it was described as a documentary, to which Raupp and Beuren say: "[...] it is based on materials that have not yet received an analytical treatment or can be re-elaborated according to the research objectives [...]", organizing information that is dispersed and giving it new importance as a source of consultation (Beuren 2012, p.89).

The acquisition of data on the implementation of the Agenda 21 school took place in three state public schools, in Itacoatiara City - AM; collected from records and minutes where the pact of caring for the school and community environment through the pedagogy of projects was signed with schools and State Secretariat of Education of Amazonas.

Information about the perception of students and teachers about the theoretical and practical application of Agenda 21 and the importance of topics related to Environmental Education in high school were organized.

It was then requested that a group of 35 students from the third year of high school who formulated questions involving the topics that would be the most relevant to them at this level of schooling; with the purpose of verifying the perception of the students regarding the application of Agenda 21 in school.

Pedagogues of the three schools surveyed contributed to answering five questions previously formulated. In addition, the SEDUC teacher pioneered the

implementation of Agenda 21 in Itacoatiara City - AM cooperated with some pertinent information on the theoretical and practical applicability of Agenda 21 in state public schools of the municipality.

Finally, the data were analyzed and described in the table format. In addition, a discussion was sought next to the pertinent literature, using the method of comparisons and discussions.

III. RESULTS AND DISCUSSION

It was verified that it is mandatory to include Agenda 21 and relevant subjects in the subject's syllabus, at least 20% of the workload, as foreseen in LDB 9394/96 (BRAZIL, 2005). In the interpretation of Dias (2004) the proposal of the National Curricular Parameters (NCP) in high school is that environmental education should be one of the cross-cutting themes, emphasizing social, economic, political and ecological aspects. Emphasizing that among the advantages of this approach is the possibility of achieving a more inclusive vision and improving the understanding of social and environmental issues.

However, the results show that teachers and students are oblivious to these norms and ideas, worked only in the geography syllabus today. It was observed that in these schools there is a project called Agenda 21, which usually composes the Interdisciplinary and Literary Fair, which takes place in the second semester of each year, except for one of the investigated Institutions that, in a discrete way, is developing a project with the Environmental Education theme since the beginning of the school year.

These results corroborate those of SILVA (2013) who concluded that the environmental perception of teachers and students is fragmented in reference to the concepts of Environmental Education and Environment, that is, they do not contemplate the local socio-cultural aspects nor do they contribute to an improvement in the quality of life. He also emphasizes that environmental perception is essential to understanding the community's interrelationships with its environment and serves as a tool for planning environmental issues of local society.

It was also found that only 5% of the students demonstrated their interest in teachers and society for issues within Agenda 21 and others. However, 80% of them were very interested in developing these themes in the form of projects and, or in disciplines of biological and exact sciences. The remaining 15% do not seem to have a safe direction of what they want to learn again in high school.

For Veiga (2010) the inclusion of themes on Environmental Education, considering Agenda 21, the

regular disciplines and projects have a closer relationship with the disciplines of Ecology and Economics and related.

We emphasize that the preliminary results indicate an openness to the introduction of these subjects, since the disciplines of Biology and Chemistry, related to Ecology and those of Mathematics and History, to Economics, are among the preferred ones.

Therefore, it was noticed in this research that there is still an awakening of those who govern education in our country on the practical issues of environmental education as inclusion in the subjects' menus and not only on sporadic projects or specific contents that will prepare this age group of external evaluations. Thus, currently the National Curricular National Base (BNCC), undergoes a reformulation, in which it has as a proposal to include in other disciplines the environmental issues in one of its axes, Nature Sciences and Their specific technologies: In contemporary societies, many are the examples of the presence of Science and Technology, and their influence on the way we live, think and act: from transportation to home appliances; from cellular telephony to the internet; from optical sensors to medical equipment; from biotechnology to environmental conservation programs; from submicroscopic to cosmological models; from the movement of stars and galaxies to the properties and transformations of materials. In addition, global and local issues with which Science and Technology are involved - such as deforestation, climate change, nuclear energy and the use of transgenic crops in agriculture - have already incorporated the concerns of many Brazilians. In this context, science and technology tend to be seen not only as problem-solving tools, both individuals and society, but also as an opening to new worldviews. (BNCC, 2018).

It is understood that with these changes, there will be a new high school with curricula where environmental issues will be part of daily activities of the school so that everyone has a better world with more quality of life.

IV. CONCLUSION

It was detected the need to understand the importance of teaching practice focused on Environmental Education in an interdisciplinary way. It was also verified that there is an openness of the high school students in the municipality to access, in a creative way, subjects pertinent to Agenda 21; which makes possible and plausible the practical applicability of issues related to Environmental Education at this level of schooling, even within the state.

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